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ABSTRACT

In 1984-1985, the final year of funding, Project BACIS provided instructional, resource, and supportive assistance to three different populations of recent immigrants from Cambodia, Haiti, and Vietnam at three high schools in New York City: Christopher Columbus (Bronx), Samual J. Tilden (Brooklyn), and Walton High School (Bronx). At each site the program maintains a resource room, equipped with materials in the students' native languages. Over half of the students were Haitians; the other students were speakers of Khmer, Vietnamese, and various Asian languages. Program staff at each site worked with varying numbers of students. All students spoke their native language at home and were reading below grade level. The Vietnamese and Cambodian students suffered major interruptions in their education as a result of political upheaval in their native countries. At each site, students received instruction in English as a second language (ESL). Although the project proposed that both native language arts and content-area classes would be taught in the native language, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services. Overall, the project achieved its objectives in English language, mathematics, science, and social studies achievement. (KH)

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PROJECT BACIS

1984-1985

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G00-820-2293

PROJECT BACIS

1984-1985

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A SUMMARY OF THE REPORT

This multi-site program, in its final year of funding, provided instructional, resource, and supportive assistance to three different populations of recent immigrants from Cambodia, Haiti, and Vietnam at Christopher Columbus, Samuel J. Tilden, and Walton High Schools. At each site the program maintains a resource room, equipped with materials in the students' native languages. Over half of the students were Haitians; the others students were speakers of Khmer, Vietnamese, and various Asian languages.

Program staff at each site worked with varying numbers of students. At Tilden, 184 Haitian students were involved in the project. The program at Walton served 90 students in the spring. Project staff at Columbus served 41 Cambodian students. All students spoke their native language at home and were reading below grade level. The Vietnamese and Cambodian students suffered major interruptions in their education as a result of political upheaval in their native country.

Centrally-located staff members included the project director (who also administered several other Title VII multi-site programs), the project coordinator (hired in May), and a secretary. On-site staff consisted of a resource teacher, educational assistant, and family worker at each of the participating schools.

At each site, students received instruction in English as a second language. Although the project proposed that both native language arts and content-area classes would be taught in the native language, in reality, students were placed in classes according to the availability of such instruction at each school. Supportive services to program students included academic, personal, and vocational counseling, contact with families, and referrals to outside services.

Project objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mathematics, science, and social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement data indicates that:

--Overall, the project achieved its objective of mastering an average of one CREST objective per month of instruction.

--The objective of an 80 percent passing rate in native language arts courses was achieved by Haitian Creole-speaking students at Tilden High School. (No data were provided to assess this achievement at Christopher Columbus and Walton High Schools.)

--Project students achieved the objective of an 80 percent passing rate in mathematics, science, and social studies.

--The objective that the dropout rate of target students would be less than that of mainstream students was achieved at Walton and Tilden High Schools.

--The attendance of project students was significant higher statistically than that of mainstream students, meeting the project objective in this area.

The following recommendations are offered towards improving the overall effectiveness of the program:

--considering consolidating the two BACIS components serving the Khmer-speaking students, or relocating the project to Theodore Roosevelt High School which also has a number of Cambodian students enrolled;

--if resources permit, identifying a Khmer-speaking teacher for the project students at Christopher Columbus;

--supplying supplies and materials to the resource rooms at three sites;

--informing on-site staff about available funding for materials;

--improving communications between the sites and the central office.

ACKNOWLEDGEMENTS

The production of this report, as of all Office Educational Assessemnt Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. She has been assisted by Eulalia Cabrera, who has interpreted findings and integrated material into reports. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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PROJECT BACIS

Central Office:	Title VII Central Program Office 1171 65th Street Brooklyn, New York 11219
Locations:	Christopher Columbus High School Bronx, New York Walton High School Bronx, New York Samuel J. Tilden High School Brooklyn, New York
Year of Operation:	1984-85, final year of three-year funding cycle
Number of Participants:	282 students of limited English proficiency in grades nine through eleven
Project Director:	Angelo Gatto
Program Coordinator:	Regina Kurtz

I. OVERVIEW

The stated goal of Project BACIS is "to promote bilingual excellence in limited English proficient (LEP) high school students." According to the original proposal, this was to be accomplished through a combination of English as a second language (E.S.L.) instruction, and instruction in math, science, and social studies, and occupational training in the native language. Additionally, project students would participate in mainstream music, art, and physical education classes so they would not be isolated from the rest of the school. Initiated in September 1982, the program is in its final year of Title VII funding.

BACIS is housed in three schools, and serves a different language group at each site:

--Christopher Columbus High School in the Bronx (Khmer-speaking students);

--Walton High School in the Bronx (Vietnamese-speaking students);

--Samuel J. Tilden High School in Brooklyn (French and Haitian Creole-speaking students).

At each site the program maintains a resource room, equipped with materials in the students' native language. Project funds provide a resource teacher and two paraprofessionals (an educational assistant and a family worker) for each site. However, as Title VII only funds 60 percent of the resource teachers' positions, all three resource teachers teach two periods each day.

Originally the program proposed to serve 375 students in grades nine through eleven -- 125 at each site. However, during the 1984-85 academic year program enrollment differed at each school. Staff at Tilden served 225 Haitian students in the fall and 184 in the spring. According to program staff, the decline from fall to spring was primarily the result of placing program students in the school's mainstream. The Cambodian program at Columbus was underenrolled. In the spring, data were reported for only 13 students. The program at Walton served 90 students in the spring, close to the proposed number. However, only about half of these students were Vietnamese. The other students were speakers of various Asian languages, and as a result, the focus of the program has changed considerably.

BACIS is coordinated through a central office in Brooklyn and is administered by a project director and a project coordinator hired in May 1985. Both the director and coordinator administer several other Title VII projects. At each site the resource teachers and paraprofessionals are supervised by the school's assistant principal for foreign languages.

Of the three sites, only the program at Tilden remotely resembles the original program plan proposed. At this site, content-area instruction is offered in a mixture of French and Creole, with an eye towards making a transition to English. Native language skills are taught in French. The project resource room has become a center for French-speaking faculty and students. Both the BACIS resource teacher and the paraprofessionals are very occupied with both their educational and guidance duties. The school is extremely supportive of the program, and the assistant principal for foreign languages takes both interest in and responsibility for the project's success. The occupational training component has not been specifically addressed, but BACIS students take full advantage of other career-oriented activities such as the citywide Haitian Career Day organized by the project director's office.

In contrast, the two Indochinese components are still suffering from a shortage of licensed personnel in Khmer and Vietnamese. In addition, the program at Walton not only serves Vietnamese students, but Thai, Lao, Cambodian, and Chinese students as well. As a result, no instruction in Vietnamese was taking place in the spring. The resource

teacher makes Vietnamese materials available to students, but has been unable to acquire any materials in Khmer with the exception of one Khmer/English dictionary. The resource teacher is teaching two periods of French to these students to help them meet foreign language requirements for college.

At Christopher Columbus there has been no native language arts instruction for the Cambodian students since the beginning of the spring 1985 term, due to a lack of qualified personnel. The only project staff member is the Khmer-speaking educational assistant, who is also doing all family contacts and filling many of the functions of the resource teacher (who left the school in the fall), including the identification and collection of materials.

There is also no project resource room at Columbus; BACIS staff share quarters with an Italian program. Although the educational assistant frequently contacts parents, he shares a telephone with the Italian program.

II. STUDENT CHARACTERISTICS

Most students are placed in the program as a result of teacher recommendations. Although the project reported data for 315 LEP students, many former E.S.L. students, now in the mainstream, continue to rely on the project's resource room and staff for instructional and guidance services. Thus, the actual number of students served is far greater.

The majority of the students (58 percent) were born in Haiti and speak Haitian Creole. The second largest group (26 percent) are Khmer speakers born in Cambodia, while 12 percent of the students were born in Vietnam. Table 1 presents the program students by native language and school. Overall, the program was almost evenly divided by sex with females outnumbering males only at Samuel J. Tilden. At all sites, a large number of students have come to the United States only quite recently, often within the last year. As seen in Table 2, although the program was in its final year, 38 percent of the students were newly admitted in September, fourteen students entered the program at various times during the academic year. In addition, most of the students suffered interrupted educations. Therefore most of the students were overage for their grade placement (see Table 3), and most were in need of strengthening their native language skills. Perhaps because of this mix of characteristics -- recent immigrant status and interrupted school -- most of the students were in the ninth and tenth grades.

The Cambodian students at Columbus and Walton face very special problems. As most of the schools in Cambodia were closed by the Khmer

TABLE 1

Number of BACIS Students by Language and School

Native Language	Christopher Columbus	Samuel J. Tilden	Walton	Total
Haitian Creole		179		179
Khmer	13		39	52
Vietnamese			36	36
Cantonese			7	7
Korean			1	1
Other Asian			4	4
Spanish			1	1
Unknown			2	2
Total	13	179[a]	90	282

[a]Native language data were missing for five students from this school.

- The majority of program students (179 or 58 percent) were Haitian Creole speakers. These students were all located at Samuel J. Tilden.
- The second largest group of students (26 percent) were Khmer speakers, and were located at both Christopher Columbus and Walton.
- The Walton population included several language groups. However, most of the students spoke Khmer or Vietnamese.

TABLE 2

Time Spent in the Project[a]

(As of June 1985)

All Students

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total[b]
<1 Academic Year	10	3	1	0	14
1 Academic Year	61	39	4	1	105
2 Academic Years	23	51	17	2	93
3 Academic Years	1	19	15	11	46
4 Academic Years[c]	0	2	11	8	21
5 Academic Years[c]	0	0	0	1	1
TOTAL	95	114	48	23	280

[a]Rounded to the nearest year.

[b]Data were missing for 35 students.

[c]Reflects participation previous bilingual program at the schools.

- One hundred nineteen students (43 percent) have been in the program for one year or less.
- Forty-six students (16 percent) have been in the program for three years.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total[a]
14	4	0	0	0	4
15	18	7	0	0	25
16	26	16	2	2	46
17	33	32	10	2	77
18	8	36	15	3	62
19	6	14	12	8	40
20	0	7	6	2	15
21	1	1	2	3	7
22	0	0	1	1	2
23	0	0	0	1	1
25	0	0	0	1	1
TOTAL	96	113	48	23	280

Overage Program Students

Number	74	90	36	16	216
Percent	77	80	75	70	77

Note. Shaded boxes indicate expected age range for grade.

[a]Data were missing for thirty-five students.

- Seventy-seven percent of the project students are overage for their grade.
- The highest percentage of overage students was in the tenth grade.

Rouge in 1975 (earlier in rural areas), most students of high school age have had no formal education prior to entering the program. Many have severe limitations in their native language as well as virtually no familiarity with English upon arrival. In addition, most have suffered the loss of family members during the Pol Pot period, and many have lived through violent dislocations that have left deep psychological scars. Many of these students live with distant relatives or are self-supporting; many have children of their own.

The staff at Columbus indicated that the Cambodian students appeared to be socially isolated from the rest of the school. The assistant principal of foreign languages doubted whether "...90 percent of our students have the vaguest idea what happens over here (in the bilingual program)." Cambodian students seem to do better academically at Walton, perhaps due to the influence of the Vietnamese and Chinese students in the program, many of whom are college bound.

The Haitian students at Tilden come from rural backgrounds, are Creole-dominant, and have had only one or two years of formal schooling. Others have had one or two years of high school and strong backgrounds in the content areas. These latter students are likely to be fluent in French. The parents of some Haitian students are undocumented aliens, which poses other problems. The staff reports that such parents are reluctant to come to meetings or to sign the papers to obtain free student lunches for which their children might be eligible. In addition to its dietary implications, this means that the percentage of students eligible for free lunch is a less reliable indicator of student poverty

at Tilden than it is at other schools. The staff also reports conflicts between Haitian and English-speaking students, although relations are said to be improved over previous years.

Haitian students, despite these handicaps, are eager to learn English. Program staff report that most enter mainstream classes within one year or faster than either of the other two groups served by BACIS.

Vietnamese students at Walton generally have the strongest educational backgrounds. Nevertheless, many of them have also suffered interruptions in their education and family dislocation, as a result of the war, the immigration process, and time spent in refugee camps. Most Vietnamese students enter the mainstream fairly quickly. Many become outstanding students, particularly in mathematics. Still, they tend to stay together in the school and continue to rely on the BACIS resource room and personnel long after officially leaving the program. The Vietnamese are often college bound; program alumni are now doing well at several major universities.

III. FINDINGS

The evaluation for the 1984-85 school year included observations, interviews with the program staff, a review of school records, as well as the results of students' performance in courses and tests. Presented below are the program objectives as proposed to and accepted by the Office of Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

> --Eighty percent of the target students will demonstrate an appropriate increase in English language proficiency as indicated by mastering an average of one objective per month of treatment on the Criterion Referenced English Syntax Test (CREST).

All program students take two periods per day of English as a second language (E.S.L.) offered by the tax levy-funded personnel at each school. Placement in E.S.L. classes is based on students' level of proficiency as determined by the LOTTO examination and teacher recommendations. (Virtually all program students arrive with no academic records, not a surprising fact given their countries of origin.) All project staff report good working relationships with the E.S.L. staff. Generally, E.S.L. and program staff report to the same supervisor at each school.

At all sites, E.S.L. classes emphasize a mixture of written and spoken proficiency in English. Program students are mixed with LEP students from other language groups. In classes observed by the evaluation

team, LEP students used English not only when speaking to the teacher but in talking with each other. Mixing with the larger Spanish- and Italian-speaking populations helps the program students at Columbus and Walton integrate with the school.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

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*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 229 students in the fall and 233 students in the spring.

Examination of Table 4 reveals that the program objective was met both semesters. In the fall, students mastered an average of 1.4 CREST objectives per month. In the spring, they mastered an average of 1.3 CREST objectives per month.

Students tested at Level 3 had lower performance data than those tested at lower levels, partly because mastery of objectives takes longer at that level. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at Level 3, which is found frequently in other bilingual high school programs, suggests that is it not. Further information on CREST achievement for the individual schools can be found in Appendix A.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery Mean	Mastery S.D.	Mean Mastery Per Month
				FALL				
1	108	12.0	6.3	16.8	5.8	4.8	4.3	1.6
2	85	14.6	5.5	18.6	5.0	4.0	3.0	1.3
3	36	10.5	2.9	13.0	1.9	2.5	2.2	1.2
TOTAL	229	12.7	5.8	16.9	5.4	4.1	3.7	1.4
				SPRING				
1	70	12.2	6.5	16.8	6.1	4.6	3.3	1.8
2	83	15.2	5.2	18.8	4.4	3.6	2.7	1.3
3	80	9.9	3.0	12.3	2.7	2.4	2.2	0.9
TOTAL	233	12.5	5.5	16.0	5.3	3.5	2.8	1.3

- The program objective was met both semesters: students mastered an average of 1.4 and 1.3 CREST objectives in the fall and spring, respectively.

NATIVE LANGUAGE ARTS AND CONTENT-AREA SUBJECTS

--Eighty percent of the students will demonstrate a significant increase in (native language) proficiency as indicated by a significant improvement at the .05 level of significance when results on a teacher-made instruments are analyzed.

--Eighty percent of all target students will achieve a passing grade in the subjects of mathematics, science, and social studies as indicated by a teacher-made instrument.

--Eighty percent of all target students will demonstrate an improvement in attitude towards one's heritage as indicated by results on an appropriate language cultural heritage scale.

As previously noted, no native language arts classes or bilingual content-area courses are being offered at Christopher Columbus due to a shortage of personnel. After the BACIS resource teacher left the school in the fall, the Khmer-speaking paraprofessional conducted a native language arts class in conjunction with an Italian bilingual teacher for the remainder of the term. In the spring, the resource teacher position was filled by a non-Khmer-speaking teacher. As a result, all native language arts classes were cancelled.

Program students at Columbus take math in an "E.S.L. format." In these math classes, both the bilingual paraprofessional and the resource teacher are available for individual instruction.

At Walton, the diverse Southeast Asian student population has made native language studies or bilingual instruction unfeasible. Project personnel have offered Vietnamese language arts in the past, and would be able to do so, should a change in enrollment make this practical. The Title VII resource teacher is currently teaching two periods of French daily in the school's foreign language department.

At Tilden, native language skills courses are taught in French

(not the native language of many of the Haitian students). Students are exposed to French language and culture through these courses. Content-area courses in math, science, and social studies are taught in a combination of French and Creole at the lower levels and in French at the higher levels. Reportedly, there is little focus on Haitian culture or history in these classes.

Clubs have been used to attempt to increase students' pride in their cultural heritage. Tilden's success in this area is noteworthy. Activities have included numerous program trips, cultural events, and a Haitian art exhibit that helped strengthen ties to the Haitian community. These efforts are enthusiastically supported by the school administration.

Walton's program has made similar use of a Southeast Asian Students' Club as a forum for organizing trips and cultural activities. The school administration has not been nearly as supportive, however, and much of the club's activities have been unofficial. In addition, time for Southeast Asian activities at schoolwide assemblies has been difficult to obtain.

As might be expected, Cambodian cultural activities at Christopher Columbus are non-existent.

Student Achievement in Native Language Arts

Because pretest and posttest data were not provided, significance testing, as required by the project objective, could not be performed. Instead, passing rates in native languages arts courses were examined to determine student achievement. Over 160 Haitian Creole-speaking students enrolled in native language arts courses at Tilden High School achieved

passing rates of 89 percent in the fall and 92 percent in the spring, for an overall rate of over 90 percent. As passing rates exceeded the 80 percent criterion, the objective was achieved at this site.

Student Achievement in Content-Area Courses

Table 5 presents the passing rates for program students in mathematics, science, and social studies courses each semester. A weighted average was also computed for the year.

Examination of the table reveals that overall, the objective was achieved both semesters. Passing rates exceeded the objective in all areas, and there was an increase from fall to spring in mathematics and social studies. The passing rates in content-area subjects at the individual schools appears as Appendix B.

TABLE 5

Passing Rates for Content-Area Courses

Content Area	Fall		Spring		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Mathematics	217	80	242	86	83
Science	209	88	236	87	87
Social Studies	213	85	239	94	90

•The 80 percent passing criterion was met in all areas each semester.

Results of Cultural Heritage Attitude Scales

Data were not provided to measure this objective.

ATTENDANCE AND DROPOUT

--The dropout rate of target students will be less than mainstream students as indicated by school records.

--The attendance rate of program students will be greater than mainstream students, as indicated by school records.

The staff at all sites reports that the attendance rates of BACIS students exceed those of the school as a whole. However, both Cambodian and Haitian students reportedly have problems with lateness. Family problems also affect student attendance at all sites.

At Columbus, the staff reports that a number of students have children of their own, which often reduces attendance. The project staff members at Tilden also report problems with runaways. At all sites, the BACIS family workers have been involved in coping with family problems and with student adjustment. The resource teachers also serve as guidance counselors to students and their parents, introducing them to the intricacies of the U.S. educational system and doing college counseling. The addition of a Cambodian-Vietnamese family worker at Walton has been helpful in this regard.

Dropout rates for program students are reported to be better than for mainstream students at all sites except Columbus. Even there, despite many overage students with problematic family situations, the program has shown remarkable holding power.

Dropout/Attendance Outcomes

Table 6 presents the dropout rates for program and mainstream students. Statistical significance between the program and school dropout rate was determined through the application of a *z*-test for the

significance of a proportion.* This procedure tests whether the difference between one proportion (the program's dropout rate) and a standard proportion (the school's dropout rate) is greater than what can be expected by chance variation.

Examination of Table 6 shows that the objective was achieved. The dropout rates of program students were significantly lower ($p = <.05$) than those of mainstream students. No students were reported as dropping out of the program at Columbus but the number of reported program students was low.

TABLE 6

Dropout Rates for Program and Mainstream Students

School	Number of Program Students	Percent Dropout	Number of Mainstream Students	Percent Dropout	z-Value
C. Columbus	13	-	2,763	10.6	-
Tilden	180	1.7	2,869	6.9	-2.73*
Walton	90	1.1	3,614	10.2	-2.85*

*Statistically significant at the .05 level.

- The objective of a lower dropout rate for program students was achieved at all schools.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

Table 7 presents the attendance rates of program and mainstream students. Examination of Table 7 indicates that the rates of attendance for program students were significantly higher (p. <.05) than those of mainstream students at all three schools, thus meeting the objective. Overall, student attendance averaged over 95 percent, despite reported problems.

TABLE 7

Attendance Rates of Program and Mainstream Students

School	Number of Students	Attendance Rates for Program Students	Attendance Rates for Mainstream Students	z-Value
Columbus	13	97.29	73.01	1.97*
Tilden	184	97.78	83.42	5.18*
Walton	90	94.89	77.05	4.00*

*Statistically significant at the .05 level.

*The program objective of significantly higher attendance for program students was met at all three sites.

STAFFING AND CURRICULUM DEVELOPMENT

Christopher Columbus has experienced severe staffing problems during 1984-85. In the fall semester, the program lost both the Khmer-speaking resource teacher and the family worker. A native language arts course curriculum, then in progress, was finished by the educational assistant under the supervision of a licensed Italian bilingual teacher. In March 1985, Title VII funds were used to hire a resource teacher who speaks no Asian languages and has no particular knowledge of Cambodian culture. This teacher divides her time between E.S.L. classes and tutoring program students. As the family worker has not been replaced, the educational assistant has taken on many of the family worker's duties. In addition, the educational assistant has been working with the project director's office in trying to obtain and develop other curriculum materials for the Cambodian students.

The program at Walton has had difficulty keeping paraprofessionals on staff. Recently however, it was able to hire a Vietnamese-speaking family worker who also speaks Khmer. Prior to this there was no Khmer speaker on staff, making contact with many families impossible. This situation has improved markedly since this staff member's arrival. Unfortunately, program paraprofessionals are occasionally used by the school administration to perform non-program tasks.

The resource teacher at Walton is involved in obtaining and developing Vietnamese materials for use citywide. Although Vietnamese contentarea classes are not offered at Walton, the BACIS students receive these materials as aids to supplement their work in mainstream content-area classes.

Tilden maintains the most complete staff in the program, although many of the tax levy-funded bilingual teachers assigned to content-area classes are licensed in French. In an interview, the assistant principal of foreign languages at Tilden stated that he felt strongly that the program was underfunded and that the BACIS central office had not given adequate support in terms of funds, curriculum development, and materials. He claimed that he had had to divert funds from other foreign language programs in the school in order to support BACIS, and complained that he had not been given adequate information as to the amount of funds available.

IV. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

It appears that the success of this multi-site project depends largely on the availability of qualified personnel and the support of the participating school administrations. Where both are present (Tilden) the program appears highly successful; where they are absent (Columbus), the project cannot accomplish its proposed objectives. An additional factor has been that the central office has had little direct involvement with on-site staff. Contact between this office and the sites has been largely limited to the telephone. The position of project coordinator, intended to help rectify this situation, was not filled until May 1985, when the project was only a few months from expiration.

A consequence of this lack of contact was that on-site staff were often not aware of available resources. Relations between the central office and the sites were often strained. The project director and his staff have had difficulty preserving the integrity of the program where the school administration was not supportive of program goals. It is unrealistic to expect the on-site staff, who are directly supervised by the school administration, to be able to do this.

Given the shortage of qualified personnel in Southeast Asian languages, the low enrollment in some programs, and the practical problems in teaching content-area subjects in several languages, it is understandable that bilingual and native language arts instruction cannot be offered, although they were proposed. An "information kit" on

the project assembled in October 1984 described the project as providing instruction in "mathematics, science, and social studies" in the native language, something that was true only at Tilden. The most unique features of the BACIS proposal, the occupational training component and the notion of promoting bilingualism as a job skill, are not being implemented at any of the three sites.

RECOMMENDATIONS

Given the critical shortage of Cambodian materials and Khmer-speaking personnel, serious consideration should be given to consolidating the Cambodian components of the program. Both Columbus and Walton are near Theodore Roosevelt High School, which also has a number of Cambodian students enrolled in another Title VII program, Project BETA, which is administered by the same project director. Should a consolidated program be proposed, it should be in a school where the administration supports the goals of the program. If the Cambodian program is to remain at Christopher Columbus, immediate efforts to locate a Khmer-speaking teacher should be made. The program resource room should be furnished with minimal supplies, such as a telephone and a typewriter.

Given the unusual circumstances of educated Cambodian immigrants and the desperate need for Cambodian teachers, the Board of Education should consider the possibility of some emergency provisional licensing arrangement for Khmer-speaking personnel.

Typewriters and access to duplicating machines are also needed by on-site staff at Walton and Tilden High Schools. The resource room at Walton desperately needs materials in Indochinese languages other

than Vietnamese. The Tilden High School resource room could use more materials in Creole. In addition, some decision should be made concerning the status of French as opposed to Creole as the native language of Haitian students.

At all sites, the resource teacher and the assistant principal for foreign language should be made more aware of what funds are available for the program, what resources will be offered by the program, and what will be contributed by the participating schools. At the present time, staff at all three sites perceive themselves as underfunded and do not understand on what basis the project director makes funding decisions.

Efforts need to be made to improve communications between the sites and the project directors's office. In addition, it might be useful to bring project staff at the various sites into contact with each other, to share experience and provide mutual support.

V. APPENDICES

APPENDIX A

Results of the Criterion Referenced English Syntax Test at Walton High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	22	13.0	6.4	16.7	6.4	3.7	3.9	1.2
2	35	14.8	6.0	19.0	4.7	4.2	3.2	1.4
3	16	10.3	2.7	12.8	2.1	2.7	1.9	0.9
TOTAL	73	13.3	5.8	17.0	5.4	3.7	3.2	1.2
				SPRING				
1	15	9.9	8.4	13.8	7.7	3.9	4.0	1.7
2	23	15.9	5.1	19.5	4.3	3.6	2.7	1.6
3	35	9.5	3.2	11.7	2.9	2.2	1.8	1.0
TOTAL	73	11.6	5.9	14.6	5.8	3.0	2.7	1.3

Results of the Criterion Referenced English Syntax Test
at Samuel J. Tilden High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	82	11.8	6.3	17.0	5.7	5.2	4.5	1.8
2	49	14.8	5.0	18.5	5.1	3.7	3.0	1.3
3	19	10.9	3.1	13.3	1.8	2.4	2.6	0.8
TOTAL	150	12.7	5.8	17.0	5.4	4.3	3.9	1.5
				SPRING				
1	49	13.0	5.7	17.7	5.5	4.7	3.0	1.6
2	59	15.1	5.2	18.6	4.6	3.5	2.6	1.2
3	44	10.2	2.9	12.7	2.4	2.5	2.4	0.9
TOTAL	152	13.0	5.2	16.6	5.1	3.6	2.8	1.2

Results of the Criterion Referenced English Syntax Test
at Christopher Columbus

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	4	10.8	6.6	14.0	6.2	3.2	0.5	1.0
2	1	3.0	0	6.0	0	3.0	0	1.0
3	1	6.0	0	10.0	0	4.0	0	1.2
TOTAL	6	8.7	6.1	12.0	5.8	3.3	0.5	1.0
				SPRING				
1	6	12.0	8.0	17.0	4.9	5.0	4.1	1.7
2	1	7.0	0	16.0	0	9.0	0	3.1
3	1	8.0	0	15.0	0	7.0	0	2.4
TOTAL	8	18.9	7.1	16.6	4.2	5.8	3.8	1.9

Appendix B

Passing Rates in Content-Area Courses
at Walton High School

Content Area	FALL Number of Students	FALL Percent Passing	SPRING Number of Students	SPRING Percent Passing	Overall Passing Rate
Mathematics	43	84	65	87	86
Science	36	78	62	73	75
Social Studies	42	83	65	95	89

Passing Rates in Content-Area Courses
at Samuel J. Tilden High School

Content Area	FALL Number of Students	FALL Percent Passing	SPRING Number of Students	SPRING Percent Passing	Overall Passing Rate
Mathematics	165	88	167	91	89
Science	165	87	167	90	89
Social Studies	164	83	166	87	85

Passing Rates in Content-Area Courses
at Christopher Columbus

Content Area	FALL		SPRING		Overall Passing Rate
	Number of Students	Percent Passing	Number of Students	Percent Passing	
Mathematics	9	67	10	80	74
Science	8	100	7	100	100
Social Studies	7	86	8	100	93